



Operational Spending Outcome – Efficiency and Lean in Education

MEMBERS COUNCIL Presentation

September 25, 2015

Kevin C. Garinger

Outcome Owner

Director of Education

Horizon School Division No. 205

Englefeld Protestant Separate School Division No. 132



Some Background

- Spent nearly my entire teaching and school-based administrator career in Sask. I taught in Alberta and Manitoba in the early part of my teaching career.
- 8.5 years ago, moved to Alberta as an Associate Superintendent of Human Resources.
- Humbled to be able to move home 17 months ago and support in our province.
- Nearly a year ago, my Board supported my appointment as primary owner of the Operational Spending Outcome.
- For the last 17 months, I have been trying to figure out...HOSHIN KANRI!

What I hope to leave you with...



- Operational Spending Outcome – From Infancy to later Infancy
- A better understanding of Efficiency, current state and early successes in applying Efficiency in the Education sector
- A better understanding of LEAN, current state and the early successes applying Lean in the Education sector
- Next Steps for Operational Spending in Education

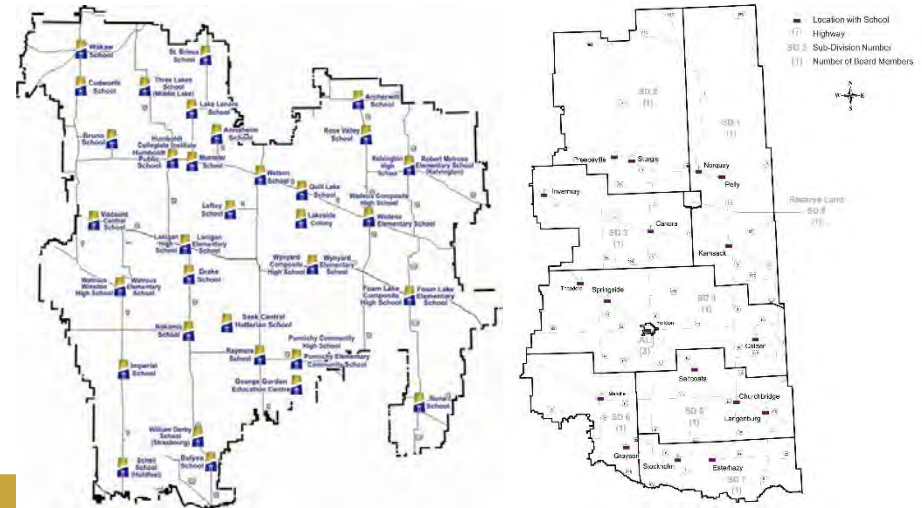
Why **OPERATIONAL SPENDING**?

- Boards of Education are diligent around finding efficiencies.
- Through ad hoc partnerships, some divisions have worked with other boards or other education partners to find efficiencies in order to ensure supports for student learning.
- Opportunity to use LEAN as a continuous improvement tool in school divisions is good for our students.

Why OPERATIONAL SPENDING? (cont.)

- Redirecting resources back to our divisions through sector-wide efficiencies is an opportunity for all when resources are tight.
- It's simply “good for kids”.

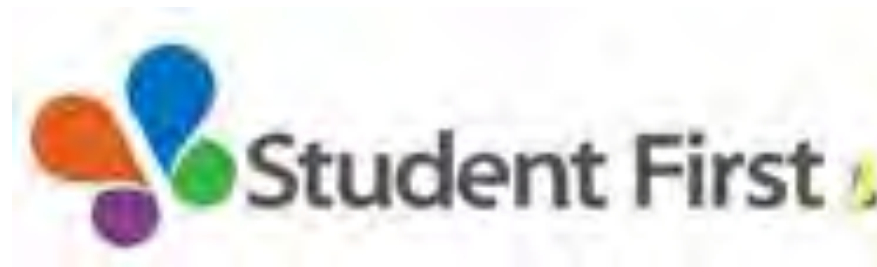
(Eg. School System vs. System of Schools)



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Operational Spending Status Update

- In 2013, Operational Spending became an outcome through defined ESSP processes at the Provincial Leadership Team level.
- Boards approved the ESSP which included the Operational Spending Outcome.



Operational Spending Status Update (cont.)

- Under the leadership of Dwayne Reeve and his ownership team, two committees were struck and in the summer of 2014, the first meetings of the independent LEAN and Efficiency Committees occurred with a focus on Cycle One.



Operational Spending Status Update (cont.)

- The two committees have amalgamated into one, each focused on meeting the strategic LEAN and Efficiency commitments established by the committee and approved by the PLT.
- We have completed Cycle One of the Operational Spending Outcome.



Operational Spending – Cycle ONE

Operational Education Spending Outcome:

By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector while being responsive to the challenges of student need, population growth, and demographic changes.

Improvement Target:

Achieve accumulated operational savings by 2016 to reassign to system strategies.

Operational Spending – Cycle ONE

- The inclusion of the outcome in the ESSP demonstrated that we are focusing on school divisions as high performance organizations.
- The intent of the initial outcome was to include a fiscal constraint.
- The outcome was not written as a guarantee of funding increases. It was written as a cap, that spending will not exceed a certain amount.
- It was revised because of the ambiguity; it was being interpreted in different ways.
- It was revised because there was no target.

Operational Spending – Cycle TWO

Operational Education Spending Outcome:

By August 31, 2020, implement a sector-wide approach to find efficiencies and increase value-add in order for the sector to be responsive to the challenges of student needs.

Improvement Target:

By August 31, 2017 an accumulated sector savings of \$5 million will be achieved through provincially coordinated initiatives.

Operational Spending Status Update (cont.)

- The ownership team was very happy to welcome two of our important education partners, to the committee in summer of 2015.



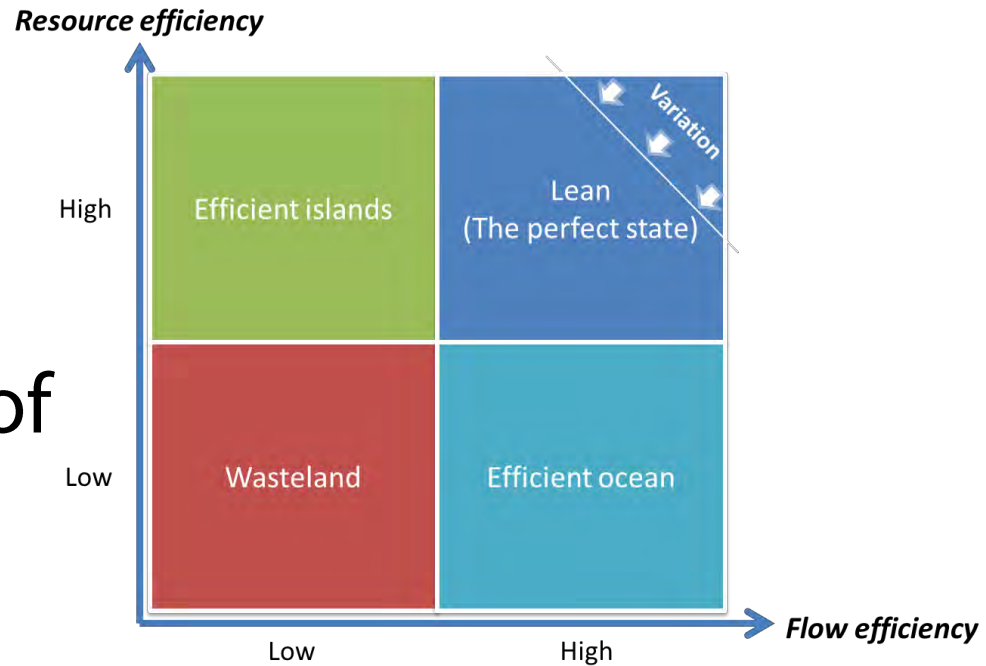
Operational Spending – Cycle TWO

- The Outcome now talks about school divisions working together to find savings.
- It is believed we can find more savings working together than by one or a few school divisions doing their own efficiency work.



Operational Spending Status Update (cont.)

- We are entering Cycle Two with a continued focus on Lean practice as a sector.
- We are attempting to reach an efficiency factor outlined in the Improvement Target of the Operational Spending A3.



2014-2020 Outcome Plan: Operational Spending

Which outcome does this project plan support?

By August 31, 2020, implement a sector-wide approach to find efficiencies and increase value-add in order for the sector to be responsive to the challenges of student needs.

Date of Original Draft: October 16, 2014

Date Last Updated: February 11, 2015

Primary Owner: Kevin Garinger, Horizon/Englefeld

Lead Unit/Branch:

Team Lead(s) and/or Contact Person:

Lean & Efficiency Advisory Committee –

Rhonda Siemens, Chinook
 Collin Adams, Lloydminster Public
 Jim Shevchuk, Living Sky
 Withman Jaigobin, Saskatoon Public
 Darzy Ahenakew, Northern Lights
 Gwen Keith, Holy Family
 Janet Wagner, 4 Divisions
 Rob McKay, North East
 Member at Large, SASBO, SSBA

Lonny Darroch, Living Sky
 Lionel Diederichs, Horizon/Englefeld
 Joel Lloyd, Greater Saskatoon Catholic
 Curt Van Parys, Regina Catholic
 Sherry Todosichuk, Good Spirit
 Bernie Girardin, Prairie South
 Naomi Mellor, Prairie Valley
 Jordan Kist, Light of Christ

Secondary Owners: Cory Rideout, Light of Christ; Donna Johnson, Clint Repski, Ministry

Expert Advisor: Angela Chobanik, Trish Livingstone

Other Team Members: Rob Spellicy, Joan McConnell, Doug Scheil

1. Problem Statement (Current state and the reason for action.) *[Explain what and how big the problem is and why strategic action is required to address it.]*

The Saskatchewan Plan for Growth – Vision 2020 states that “The Government of Saskatchewan will continue to deliver smaller, more effective government”. This includes an action to “develop a two-year plan to require third parties that receive significant provincial funding such as ...school boards ... to demonstrate financial efficiencies such as joint supply purchasing, shared back office services, LEAN initiatives and workforce adjustment targets that can be directed towards supporting front-line services.”

Operating grant funding to school divisions has increased at levels that may not be sustainable in the future.

Resources have typically been allocated based on prior year budgeting practices without evidence to support the impact on student learning outcomes.

The efficiency review and our lean initiatives have identified opportunities for waste reduction and cost efficiencies, but have not yet been fully implemented.

Across government in Saskatchewan, ministries are being asked to review expenditures, look for efficiencies, and reduce waste. The education sector needs to develop strategies to address this as well.

Existing provincial policies, legislation and regulations sometimes impede finding efficiencies that make sense in a local context.

4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) *[More detail can be included in a separate implementation plan.]*

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Provide comparative financial information to support the development of a sector-wide approach.	Annual dissemination of the trending and allocation of expenditures by school divisions.	Ministry Expert Advisors	Ongoing	Ongoing	Ministry	
Within approved governance practice, develop a long-term approach to collaboratively find efficiencies in future years (eg: centralization of certain purchases, functions, etc. and a mechanism to do so).	Long-term solution to finding operational efficiencies approved by Provincial Leadership Team.	Outcome owners	September 2015	December 2015		
Develop business cases for quick win efficiencies and longer term projects (three to eight depending on project size).	Business cases in select “quick win” areas and longer term projects.	Contracted resource	September 2015	February 2016		
With appropriate research and collaboration, the Provincial Leadership Team will select which efficiency projects to pursue; all school divisions will participate in approved projects.	List of three to five efficiency projects to move forward.	Provincial Leadership Team	February 2016	February 2016		
Develop implementation plans for approved efficiency projects. Begin implementing quick win efficiencies.	Implementation plan for long-term projects. Quick win projects begin implementation and initial savings measured.	Contracted Resource	March 2016	June 2016		
Develop a business case for employee absence management.	Business case developed for absence management.	Contracted resource	September 2015	June 2016		

Operational Spending Team

2014-2020 Outcome Plan: Operational Spending

Primary Owner: Kevin Garinger, Horizon/Englefeld

Secondary Owners: Cory Rideout, Light of Christ; Donna Johnson, Clint Repski, Ministry

Lead Unit/Branch:

Expert Advisor: Angela Chobanik, Trish Livingstone

Team Lead(s) and/or Contact Person:

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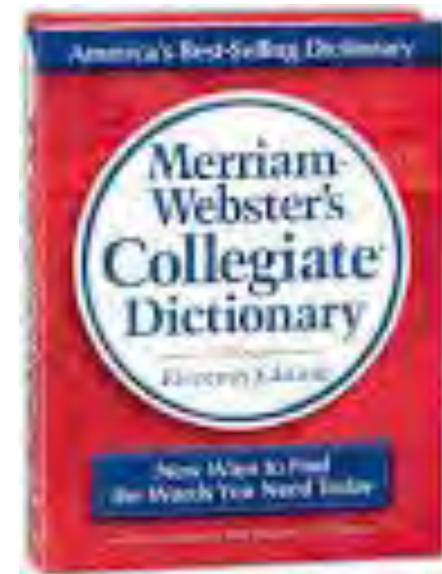


2014-2020 Outcome Plan: Operational Spending

	Develop a Lean 3P event on transportation (provincial or regional).	Provide PLT with options and recommendations for proceeding with a Lean 3p event on transportation.	Rob Spelliscy / Trish Livingstone/ Angela Chobanik	September 2015	December 2015		
2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) <i>[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]</i> A. The current sector plan has not provided the mechanism for all school divisions to work together to find efficiencies. B. There is a wide variation in service delivery costs embedded in local conditions and contractual obligations (eg: multi-year purchasing contracts). C. There are insufficient structures and mechanisms to help school divisions understand and use Lean as a management and improvement methodology to continuously improve the quality of service to students. D. There is currently a lack of accessible research on efficiencies within Saskatchewan's education sector; successes that have been achieved have not been strategically shared.	Embed Lean as a continuous improvement and management method within school divisions. To achieve this, activities will focus on: 1) Sector strategy development and deployment to align the priorities and actions of Level 2 organizations. 2) Building capacity, knowledge and skills in the application of Lean management methods and standard tools. 3) Using Lean tools to improve programs and services in alignment with the sector strategy. 4) Developing supportive infrastructure (e.g., Lean networks).	1) A five-year rolling ESSP and associated training to assist organizations to align their activities with the priorities in the plan. 2) Training and other supports to build knowledge of Lean management methods and tools. 3) School Divisions will plan and complete at least 2 Lean events each year. 4) Training and supports for Lean facilitators in each School Division.	1) Heather Balfour, Karen Henderson 2) Trish Livingstone, Joan McConnell 3) Directors of Education (or delegate) 4) Trish Livingstone, Joan McConnell	September 2015	June 2016	Lean Leaders / facilitators in School Divisions and Ministry support personnel for Hoshin / Lean.	
	A communication plan will be developed that will explain to the internal and external audiences what is being done to find efficiencies and increase value.	A communications plan including key messages.	Jill Welke	September 2015	June 2016 and on-going	School Division and Ministry Communications personnel.	
3. Future State (How will the situation will be different because of the actions taken to improve it?) <i>[List the overarching and annual targets for the outcome.]</i>	5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i>			6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, teachers and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i>			
By August 31, 2017, school divisions and ministry will success fully identify and implement sector wide initiatives that have improved the classroom and student experience. By August 31, 2017, school divisions will share their experiences around efficiency initiatives sector wide (both successful and unsuccessful). By June 30, 2020, the sector will implement a coordinated strategic and collaborative approach to find efficiencies and improve student experiences.	Process Measure: Gantt Chart of activities. Process Measure: Number of Lean events completed by school divisions and ministry. Outcome Measure: Total Projected Actual Savings resulting from provincially coordinated initiatives and benefits to students. Outcome Measures: Provincial Summary of Lean Results (Quality and Cost). By Aug. 31, 2017 an accumulated sector savings of \$5 million will be achieved through provincially coordinated initiatives.			A stakeholder communication plan describes the value of investment in education. A mechanism is put into place to ensure opportunities for periodic input and feedback from students, staff and families. Where appropriate, students, families and staff will be involved in initiatives that directly impact them. Explore opportunities with other educational partners (eg: SSBA, FNM educational authorities).			

What is EFFICIENCY?

- Merriam-Webster
(1) : effective operation as measured by a comparison of production with cost (as in energy, time, and money)
(2) : the ratio of the useful energy delivered by a dynamic system to the energy supplied to it



EFFICIENCY Needs Realized

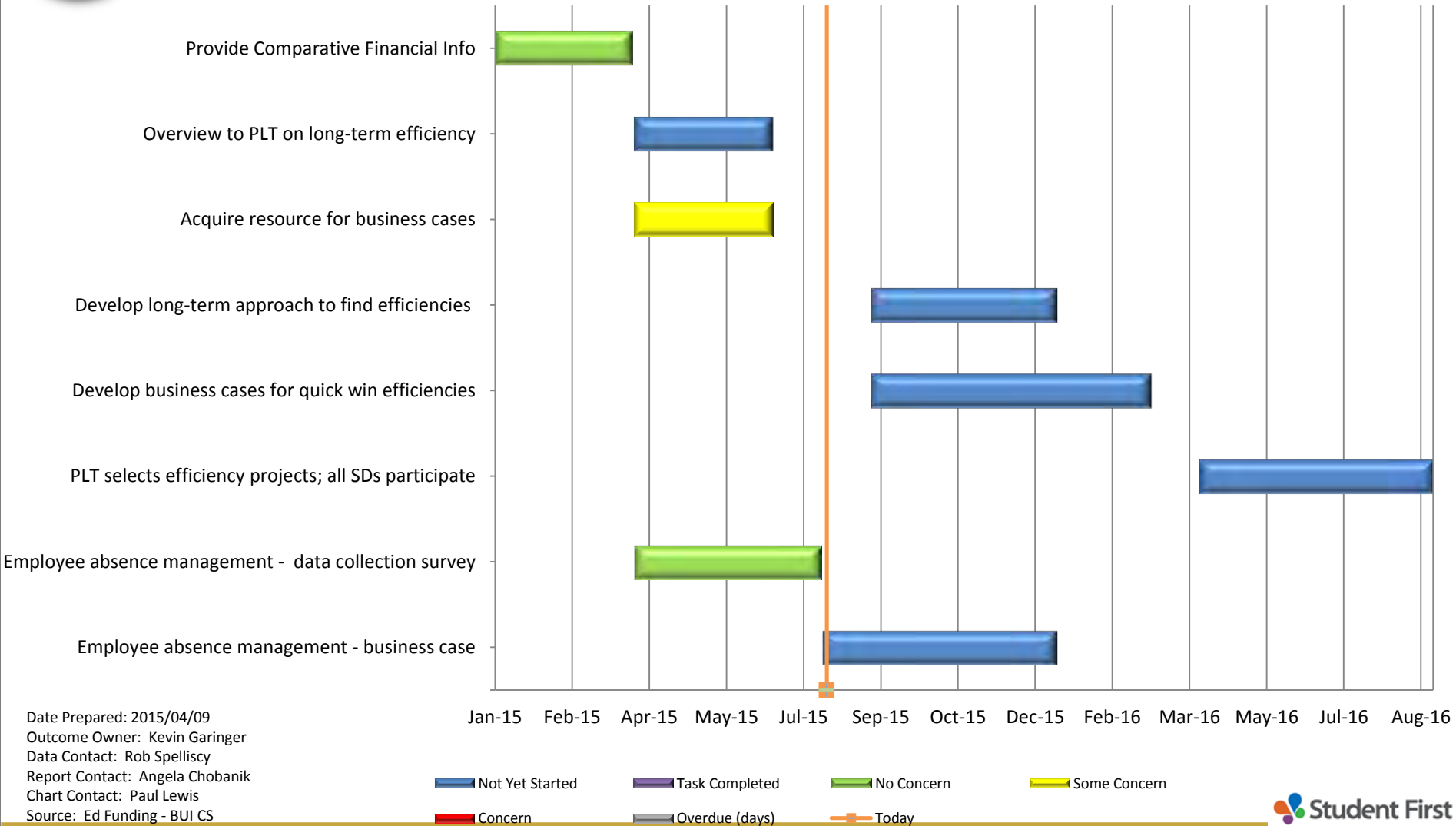
What is EFFICIENCY? (cont.)

Efficiency can translate to dollar savings for an operation. Efficiency may also come from the bi-products of effective LEAN processes.



Some
Concern

Operational Spending - Efficiency



EFFICIENCY Status Update

- An approval process has been developed for the business cases, including consultation with Boards of Education, with final approval of projects being provided through the PLT.
- We received initial funding approval from the provincial Productivity Fund for \$125,000 to hire human resource(s) to develop business cases on efficiency projects.
- Unfortunately, this money has been deferred due to the fiscal reality we are in.

EFFICIENCY Status Update (cont.)

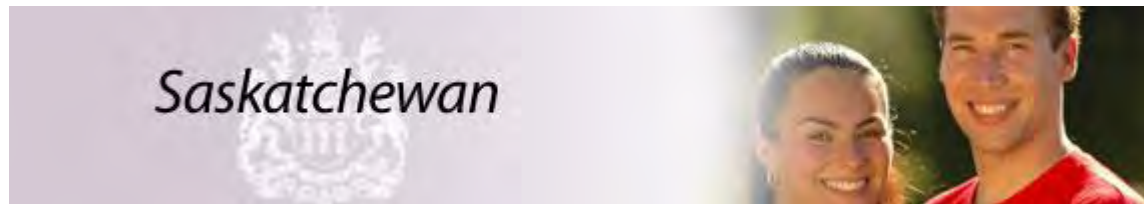
- The operational spending committee is collecting information on staff absences from 6 school divisions. We have asked for this information by October 20, 2015.
- This information is intended to be used in the development of an absence management business case.

EFFICIENCY Status Update (cont.)

- The operational spending committee is collecting information on data storage in school divisions.
- A business case will be developed off the sides of employees' desks in order to examine potential savings.

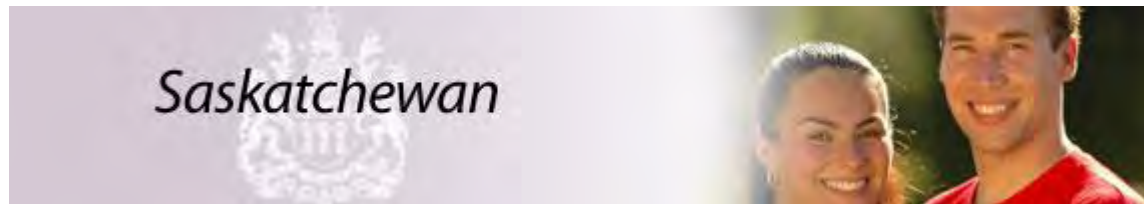
EFFICIENCY Status Update (cont.)

- The Operational Spending Committee is reviewing the Ministry of Central Services standing orders for purchasing supplies and equipment.
 - School divisions are able to use these standing orders and receive lower prices on resources. This information has been provided to School Divisions and more investigation is necessary as to the benefits to the Education sector.



EFFICIENCY Status Update (cont.)

- The Operational Spending Committee is reviewing energy purchasing as a potential savings for our sector. It is a large and challenging business case and we are reviewing the Health business case conducted for energy purchase.
- They seem to have the answer...



EFFICIENCY at Work

www.bestsbest.com

EFFICIENCY Success

- The Operational Spending Committee's coordination of the purchasing of Mathletics has led to an estimated savings of \$125,000 over the next three years!



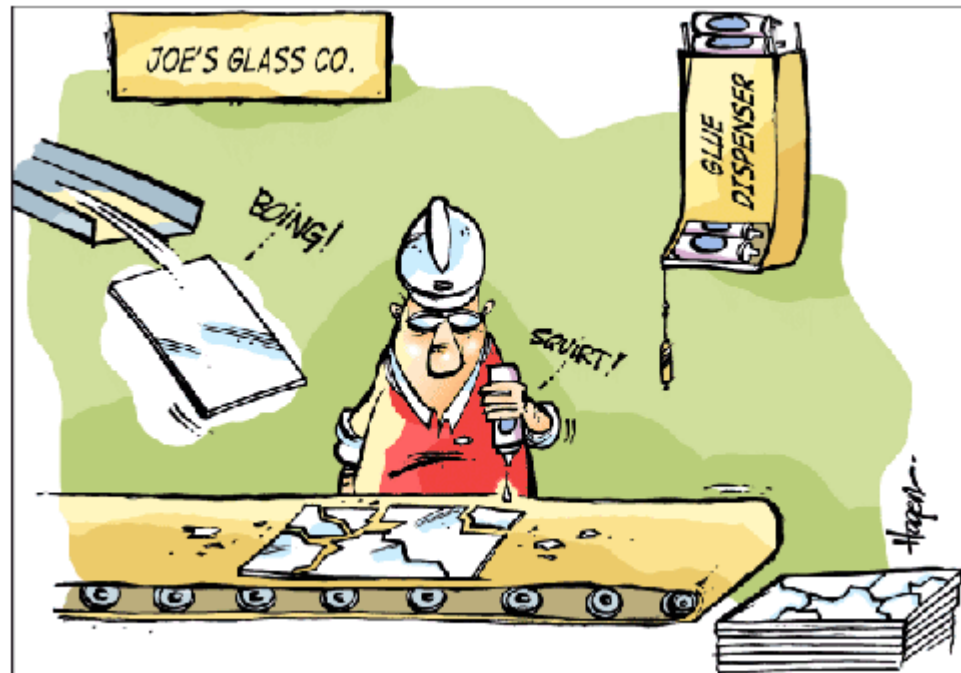
What is LEAN?

- A management and improvement method that seeks to increase **value** to those served by the education system (human capital).



What is LEAN? (cont.)

- It does so by **engaging** the people we serve and the people we employ to identify issues and co-develop solutions.



What is LEAN? (cont.)

- **Value is defined by the student and family**
 - *For example:* high quality education, safe facilities, timely support services, and a safe, inclusive, caring, and respectful environment.
- Improvements are achieved by **engaging students and families, teachers, administrators and staff** in identifying issues and potential solutions.

What is LEAN? (cont.)

- LEAN is often referred to as a **learning and management system**.
- **Quality** is the goal, savings/efficiencies are a by-product.
- Creates a culture of **continuous improvement** and **respect for people** (those we serve and those we employ).

LEAN at Work

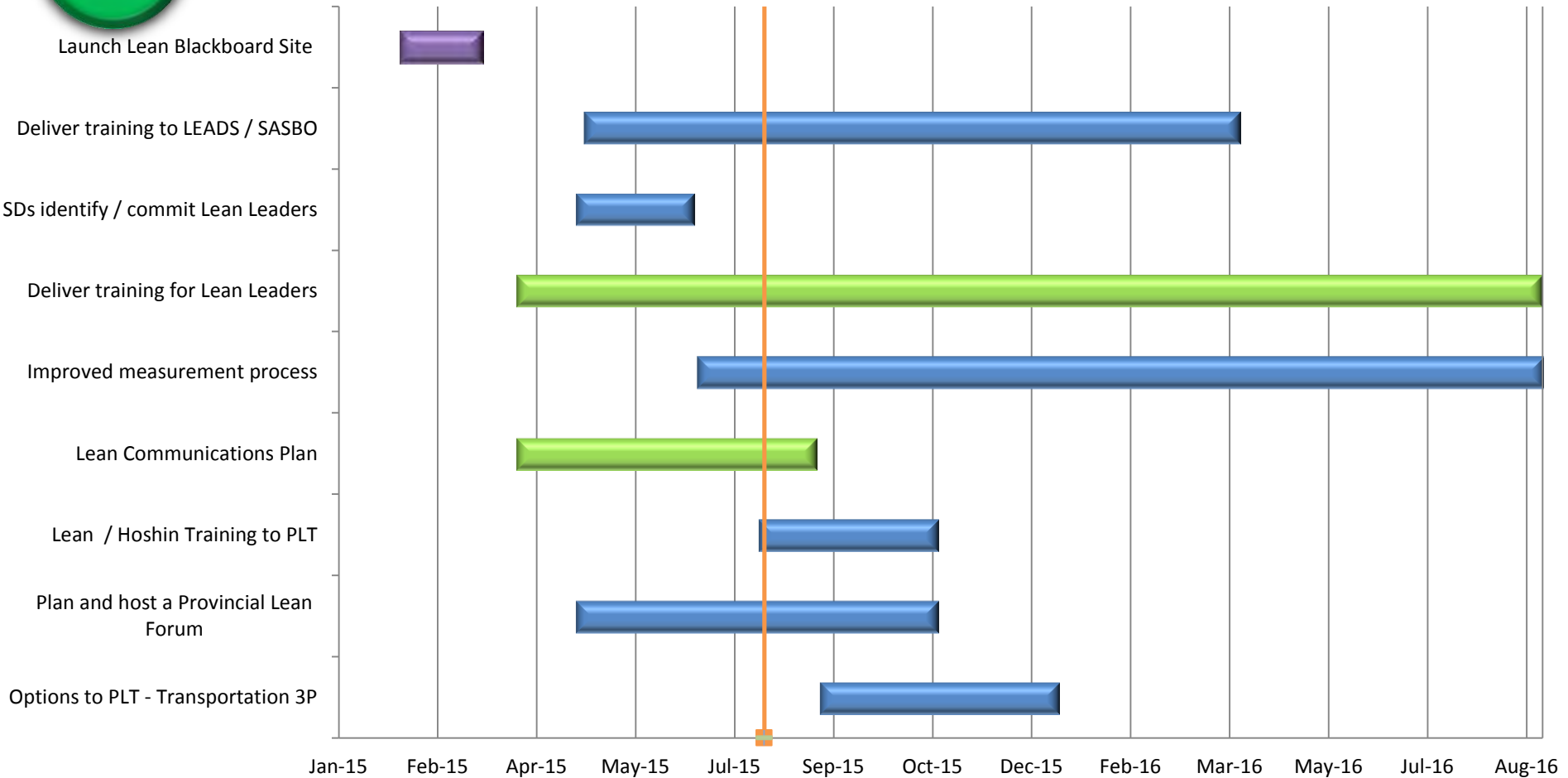


Sector LEAN Plan

- Part of the ESSP Operational Spending Outcome
- Developed by School Division Efficiency and LEAN Committee
- In addition to the Ministry and SDs completing a **minimum of two LEAN events** this year, actions include the development/implementation of:
 - **Training and supports**
 - *Executive training and supports to leaders and boards*
 - *Comprehensive, experiential, self-directed and self-paced training program in LEAN management for staff (Ministry and SD staff)*
 - *Training for LEAN facilitators in SDs*
 - **LEAN Sharing/Learning Forum**
 - **Communications Plan**
- Development in Summer / Fall 2015 and implementation in Fall / Winter 2015



Operational Spending - Lean



Date Prepared: 2015/04/13
Outcome Owner: Kevin Garinger
Report Contact: Trish Livingstone
Data/Chart Contact: Joan McConnell
Source: Ed Funding and BIU CS

Sector Wall Walk - April 2015

Not Yet Started Task Completed No Concern Some Concern
Concern Overdue (days) Today

LEAN Highlights

- More than 25% of events held in school divisions have **directly impacted students**. For example:
 - improving timeliness and appropriateness of student services referrals;
 - ensuring early identification of, and supports, for English as an Additional Language students;
 - ensuring students transfer / transition smoothly between schools and schools divisions with necessary information and supports; and,
 - Improving literacy levels for all students.

LEAN Highlights (cont.)

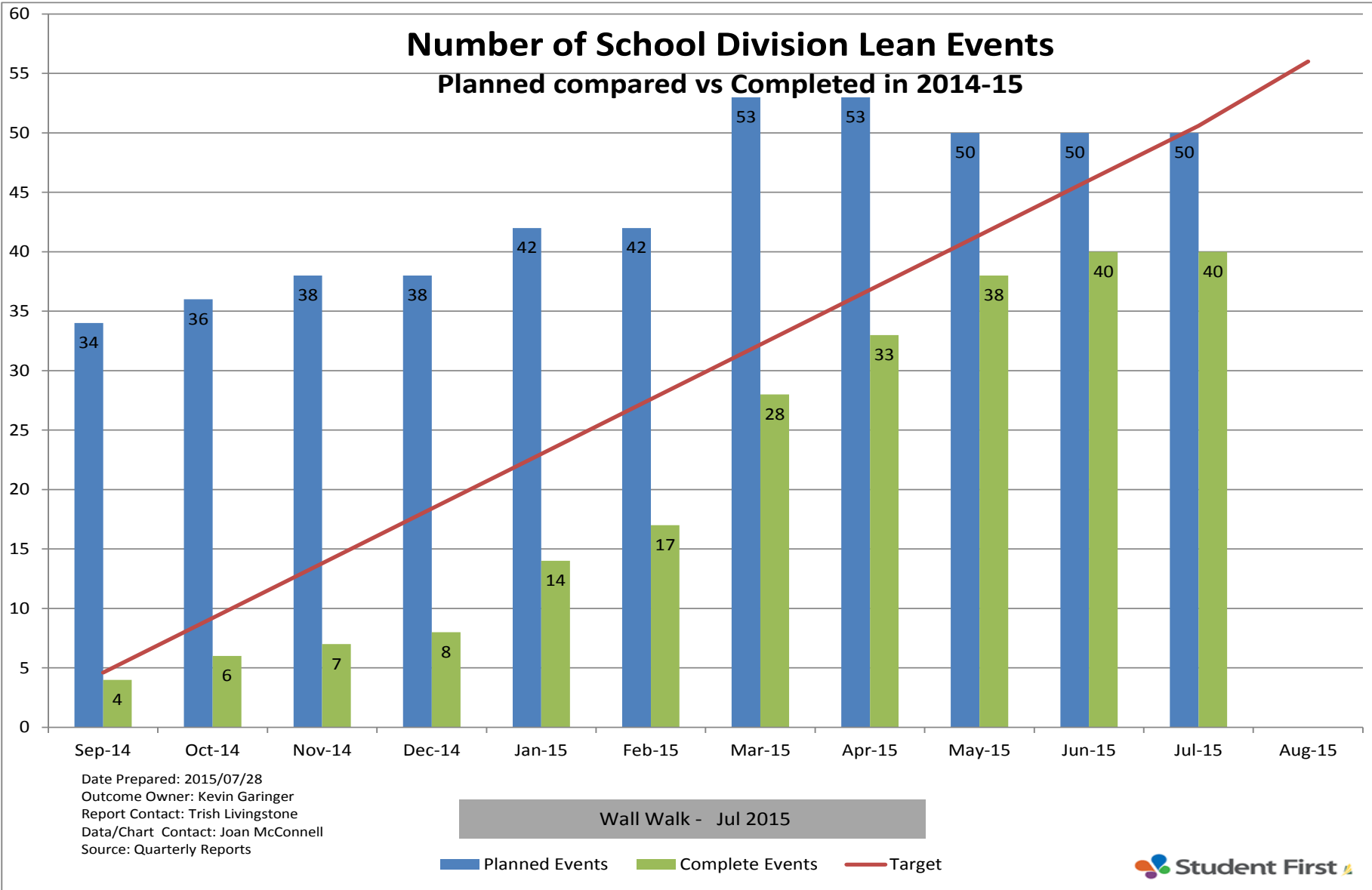
- This year, **forty (44)** Lean events have been held since September 1, 2014 with 50 events were planned.



- **Other improvem** on administrative or support functions such as teacher hiring, accounts payable, transportation or facilities processes.

Number of School Division Lean Events

Planned compared vs Completed in 2014-15



Number and Theme of Lean Events in School Divisions September 2014 to Aug 31, 2015

Name of School Division	Event 1	Event 2	Event 3	Event 4	Event 5	Event 6
Chinook	Student intake - Sept 30, 2015	Transportation - Jan 22-23 & 26-27,15	Data Mgmt - TBD			
Christ The Teacher R.C.S.S.D.	Student Transitions – July 2015	Human Resources/Payroll automation - April 2015	School Generated Funds July 2015			
Conseil des écoles fransaskoises	TBD	TBD				
Creighton	TBD	TBD				
Good Spirit	Coaching process - August 2014 (Internal)	Payroll/HR - March 9 – 12/15 (PWC)				
Holy Family R.C.S.S.D.	Purchasing & Payment Process - Nov 20, 24-25, 2014 (J Wagner Lean Consultant)	Professional Development - Dec 12, 15-17, 2014 (J Wagner Lean Consultant)				
Holy Trinity R.C.S.S.D.	Children requiring self-regulation support Dec 11, 14 Jan 20-22, 15	Caretaker supplies; standardizing of ordering ; 5S storerooms; inventory - Apr 6-10/15	Transportation - TBD			
Horizon / Englefeld	Literacy - May 2015	Finance and Payroll systems – June 2015				
Ile a la Crosse	TBD	TBD				
Light Of Christ R.C.S.S.D.	Leave requests / HR - Nov 13, 2014 (Internal)	Purchasing & Transportation				
Living Sky	Writing Assessments 3, 6, 9 & 12 Digital	Technology device roll out				
Lloydminster R.C.S.S.D.	Online payment system - on hold	Debit card system				
Lloydminster	Hiring Process - Mar 27. 2015 (Internal)	Student Referral Process				
North East	Student Referrals - Jan 13-16, 2015	5S IT - Oct 15, 2014				
Northern Lights	5S July 2015	TBD				
Northwest	Attendance Reporting - Jan 13, 2014	Children at Risk with Prairie North Health Region May 23-26, 2015	Info sharing / student documentation			
Prairie South	Children requiring self- regulation support - Dec 11, 2014 and Jan 20-22, 15	Transportation - Oct 2014 (PWC)				
Prairie Spirit	Maintenance - July 2014	TBD	P3 - ongoing			
Prairie Valley	Facility Maintenance – Mar 17-20, 2015 (PWC)	Day in the life of a Teacher - Feb – March 2015, Phase 1 (PWC)	Bus Maintenance 5S June 1-5 (PWC)	Truck Maintenance 5S - May 12-14 (PWC)	Maintenance Shop 5S June 17-19 (PWC)	Teacher Assistant allocation (PWC)
Prince Albert R.C.S.D	Reading submission data - May 31, 2015	Community school personnel roles - April 27, 2015				
Regina R.C.S.S.D.	TBD	TBD				
Regina Public	Operational Efficiencies for Principals - Jan 8 & 9, 2015	FAME work order processes - Mar 2-5 2015 (PWC)				
Saskatchewan Rivers	Employee Leave process - Nov 2014	K- Gr 3 assessment and data collection - Feb 9-11, 15, 2015				
Saskatoon	PCARD - PWC	Student Referral - Oct 13-17, 2014 (PWC)	Software Evaluation Prioritizing needs May 19-22, 2015	Educational based VSM TBD		
South East Cornerstone	Transfer request process - Jan 12, 2015 (Internal)	Student Referral process - May 4,6 & 8, 2015 (Internal)				
St. Paul's R.C.S.S.D.	Educational Assistants - Mar 23-26, 15 (PWC)	Informational Technology Support - Feb 23 -26, 2015 (PWC)				
Sun West	HR – Absence reporting and sub booking	Communication issues between stakeholders, division, schools and parents.				

LEAN Event Successes...

An online blackboard site was launched in March 2015 as a common platform to share LEAN event report outs among school divisions. It also includes templates, tools, and a place for sharing quarterly impact reports.

The Minister of Lean recently toured Holy Trinity and Prairie Valley School Divisions (which included a Vibank School Tour) to see how visual management practices are being used to help administrators, teachers, and staff align resources and efforts to meet goals in areas such as literacy and student engagement.

In May 2015, the first Lean event focused on improving literacy in Saskatchewan was held involving Horizon and Englefeld School Divisions.



Pre-K Students Receive Needed Services Sooner



Wait times for OT services will be reduced from 11 months to 2 months

Redundant information collected from families on multiple forms will be reduced from 35 to 0

Number of forms required to be filled out by parents will be reduced by 50% from 8 to 4

Pre-K children requiring occupational therapy services faced delays of 11 months to receive services.

Parents needed to complete multiple forms to receive services and the same information was often collected in different forms. In response, Northwest School Division and the Prairie North Health Region held a cross sector Value Stream Mapping exercise to reduce waits and improve communications between families, health and education.

Parents, teachers, speech and occupational therapists and administrators came together as **one team** to **reduce waits for Pre-K students needing services, streamline administrative paperwork and improve communications among families, health and education.**

"I have never felt so valued. My experiences were validated by health and education. Systems are recognizing they have room for improvement. This was action not just lip service and the action was driven by our feedback."

~ Parent Team Member

Terry Craig, Superintendent, NWSD; Kaitlin Harman, Lean Leader/ Communications, NWSD; Ernie How, Population Health Director, PNRHA; Bluesette Campbell, Parent / PACE President; Lori Peters, Parent; Amanda Dufresne, OT, NWSD; Jennifer Williamson, Superintendent, NWSD; Shawna Maier, Pre-Kindergarten Teacher; Jen Bannister, SLP, PNRHA; Missing: Amber Stang, Parent



Value Stream Mapping Team



More Timely and Coordinated Support for Children with Intensive Needs and their Families

Anticipated benefits include:

Development and implementation of a model to provide a rapid, solution-focused response to requests for support from parents / guardians that:

- Improved access to services, removing duplication and addressing gaps in services
- A mechanism for families to escalate issues of concern and receive a coordinated response
- Increased opportunities for early identification and referrals before the age of five
- Single point of contact for information and advice regarding the referrals process

Parents, teachers, therapists, and representatives from three sectors (health, education and social services) came together as **one team to improve services for children with self-regulation needs.** The goal was to create a coordinated, holistic, integrated, team-based and effective service delivery approach with children and their families at the center.



"I can't imagine the amount of waste that goes on with partial duplication of one thing or another in the whole system – that funding could be redirected to direct services"

-Team Participant

- **Currently there is no clear process for the connectivity of services** provided by the ministries of Health, Education and Social Services; Prairie South and Holy Trinity school divisions; community-based and other agencies for children aged 0-8 and their families who reside within the Five Hills Health Region.
- **There are limited opportunities for early intervention** such as the In-Hospital Birth Questionnaire, Public Health Nurse screens, Early Years Evaluation: Teacher Assessment, etc.



Value Stream Mapping Team with Parents

New Supports to help Grades 3-6 Students Learn to Read

Anticipated benefits include:

- better engaged and informed students and families,
- consistent instruction based on best practices,
- increased attainment of personal literacy goals,
- better protection of teacher's instructional time, and,
- improved communication among staff and between school and family.

Together the team evaluated the "current state" and discovered opportunities for improvement:

- Lack of student and family engagement,
- Too many disruptions to instructional time,
- Lack of adequate resources,
- Lack of connection between practice and outcomes and limited use of data,
- Reactive rather than proactive system,
- Unclear reading goals / expectations,
- Lack of aligned professional development opportunities, communication, and accountability.

Teachers, literacy coaches, principals, and administrators came together as **one team** to **improve literacy in grades 3-6**. Input from students and parents was incorporated into the improvement work through direct consultation and surveys.

"We can be better. I'm excited about where the Lean process can take us."
– Principal

"The opportunity to come together and solve problems helps us as teachers."
– Teacher

"We knew we wanted to improve and now we have a roadmap of where to go."
– Director of Education



Ensuring safe, high quality facilities for students

Average time to process a request for maintenance services will decline from 22 to 4 days.

The number of steps in the process was reduced from 12 to 8.

Backlog was eliminated and targets have been set for emergency, high, routine, and scheduled maintenance, and customer satisfaction.

Frequently used inventory is now standard in trucks / shop with a pull system for inventory management resulting in less travel for parts.

In Prairie Valley School Division, the established targets for maintenance services were not always being met. Staff travelled more than necessary to clarify requests or find parts. Customers were frustrated with delays for services. Requests were not always clear nor was the process for categorization of requests. Requests were not always filled to the customer's satisfaction.

School staff, maintenance workers, and administrators came together as **one team** to **improve the timeliness, quality and efficiency of handling maintenance service requests**. The goal was to respond to requests quicker, eliminate steps that don't benefit the client, produce quality results the first time, and limit customer time waiting.

"We gained a better understanding. We got the issues on the table and out in the open. We have a better understanding of the challenges faced by facilities. We were customer focused the whole way through!"

~ Team Participants

Team Members:

Larry Lockert
Dave Ackerman
Greg Amyotte
Ciprian Catusanu
Mary Sikorski
Bob Ballantyne
Lyle Stecyk
Naomi Mellor
Lola Correia
Kristine Klovansky



Value Stream Mapping Team

Examples of Improvements

Student Supports for Learning

- Backlog in referrals for Educational Psychologists have been reduced by 67%
- Backlog in referrals for Speech Language Pathologists have been reduced by 58%
- Student waits to receive specialized services – like speech language services – have been reduced from five months down to 11 days.
- Students whose families are highly transient now can stay within their originating school which helps build stability and relationships that will help them be successful in school

Examples of Improvements (cont.)

Facilities and maintenance

- Improvements with how maintenance is managed are recognizing dollar savings, time savings and reduced wait times for repairs in schools. For example, one school division has recognized approximately \$132,000 in savings as result of their Lean event in maintenance.

Recruiting and hiring

- Improvements to hiring processes have reduced the application time from 12 days to 1 ensuring teacher vacancies can be more quickly filled.

Quotes from Students and Parents

"I'm a mom of three children with special needs and a teacher with 18 years of experience. I've tried to navigate multiple agencies and ministries to help my children reach their full potential. My goal in being part of this process was to try to affect change so that parents on this journey did not experience what I've experienced. So that they may not have an experience that is so trying, frustrating and overwhelming.

I really, really thank you for doing this for our kids." – *Parent*

"They are doing a good job of listening to us and putting us first
and hearing about what we have to say - our ideas" – *Student*

"Us students went over and presented what we thought the best education system would look like.

It was a great experience to have and I'm glad I got the opportunity to do it." – *Student*

"Being a part of this is really fun. **When you design it, you are designing a future for more kids**, instead of just designing their education. You design their future success"
– *Student*



Quotes from Teachers

“When you see that a child doesn’t have to wait for services and can get help quickly, it touches you in the heart. It is hard to watch a child struggle because you don’t know what level they are learning at or what is impacting them in their learning. I have had that child receive services more quickly and you wouldn’t believe the difference it can make in the classroom. How can we ever ask a child to wait? **It really is moving to see a child supported and able to learn.**”

– *Teacher*

“These are the levels of dialogue that we need to in order to truly understand the problem. We too often move really quickly into saying, “we know how to design a building, let’s just do it how it’s been done before and tweak that”. No, we are looking for greater solutions than that.”

– *Teacher*

“I’m going to feel more valued as a professional. Listening to what I have to say, really made me feel, as a teacher, that I was valued here in Saskatchewan”

– *Teacher*



Quotes from Trustees, Administrators and Staff

"The Board of Education supports the LEAN

initiative set in motion by the Ministry of Education in order to move our division in a direction of working smarter not harder"

– *School Division Board Chair*

"I can't imagine the amount of waste that goes on with partial duplication of one thing or another in the whole system – that **funding could be redirected to direct services**"

– *Superintendent of Learning, event participant*

"Teachers and students like this new approach. The homeroom model was also cost efficient, requiring no additional cost. **Another added LEAN benefit was team building for school staff**" –

Principal

"Each time a department does a LEAN event the team members see value in LEAN management. **The continuous improvement plan allows them to see how they will achieve their goals.** In addition to streamlining the process and decreasing non value added work, LEAN is great for team building."

– *School Division Employee*



Because of LEAN, we've achieved...

Financial Efficiencies:

For the time period from 2010-11 to December 31, 2014:

Total dollar savings were \$401,450

Total cost avoidance was \$470,000

Total cost savings and cost avoidance:

\$871,450

Because of LEAN, we've achieved...

Other benefits:

- Reduced waits for support services for students and their families
- Earlier supports for children with special needs
- More coordinated services for children with special needs
- Less time and money spent on back office functions (payroll, expenses, accounts payable, human resources)
- Better instructional leadership (high quality instruction to support student achievement)
- Filling teacher vacancies quicker ensuring that schools recruit and place appropriately skilled teachers with significantly less effort
- More effective use and sharing of teaching resources like textbooks
- Better transportation service for families seeking changes to their routes
- Better use of specialized support personnel like Educational Assistants
- Better supports to improve student attendance
- Quicker facility and bus maintenance repairs

Next Steps for OPERATIONAL SPENDING

- Ongoing communication with Divisions through a regular communique began in August. We need to hear about successes and listen to concerns from Divisions.
- The operational spending team continues to examine ways to meet the business case development needs of the outcome. At this point, our only option is off the sides of peoples' desks.
- The continued need for a Human Resource to develop a business cases is an ongoing concern due to fiscal constraints and timeliness.

Next Steps (cont.)

- The employee absence project began this fall and involves consultation with school divisions to ensure it considers local needs and differences.
- The operational spending team has identified other opportunities for its efficiency work. At this time, the need for business cases on a large scale, will not be achieved.

Next Steps (cont.)

- We will continue to look for and implement 'quick wins' or 'low hanging fruit' to ensure savings for all school divisions and First Nation/Metis authorities.
- Eg. Mathletics.



Next Steps (cont.)

- We had set tentative dates for a School Division LEAN Sharing “Forum” for November 5 and 6, 2015 at Saskatoon Public School Division. These dates have been moved to 2016.
 - The event, when conducted, is expected to include school division success stories and lessons learned; a student/family panel; keynote speaker(s); and an optional workshop. Trustees will be invited to be part of this learning and sharing process.



Next Steps (cont.)

- Development of training modules has been underway with an expected completion date of January, 2016. We have engaged LEADS and SASBO with an idea to use this training development as professional growth modules for their members.
- The training will focus a mix of brief theory sessions and self-directed experiential learning. Topics will include areas such as measurement for improvement, use of problem solving tools, visual management, and more.



And Finally...



- We will need to consider how to move this Outcome forward at our next PLT engagement process.
- Saskatchewan Education, the work of Boards and Directors puts us ahead of the curve.
- The Government's focus on having Boards and Directors develop the ESSP is not the norm.
- It's outside the box thinking...and we have the chance to embrace this transformational leadership opportunity.
- Maybe it's a little crazy...but the crazies have changed our world for us...and we can change it for our children.

Relax
We're ALL *crazy*
It's not a
Competition!

Questions?

